

Standard 3-4: The student will demonstrate an understanding of the events that led to the Civil War, the course of the War and Reconstruction, and South Carolina's role in these events.

3-4.6 Explain how the Civil War affected South Carolina's economy, including destruction of plantations, towns, factories, and transportation systems. (E, H)

Taxonomy Level: B 2 Understand / Conceptual Knowledge

Previous/future knowledge:

Previously, in 3rd grade, students learned about the plantation economy (3-2.7), the destruction of railroads, cities, and farms during Sherman's march (3-3.4), and the effect of the Civil War on different classes in South Carolina (3-4.5).

In 5th grade, students will compare the economic and social effects of Reconstruction on different populations, including the move from farms to factories and the change from the plantation system to sharecropping (5-1.4).

In 8th grade, students will explain the purposes of Reconstruction with attention to the economic, social, political, and geographic problems facing the South, including reconstruction of towns, factories, farms, and transportation systems; the effects of emancipation; racial tension; tension between social classes; and disagreement over voting rights. (8-4.1)

In United States History and the Constitution, students will summarize the progress made by African Americans during Reconstruction and the subsequent reversals brought by Reconstruction's end, including the creation of the Freedmen's Bureau, gains in educational and political opportunity, and the rise of anti-African American factions and legislation (USHC-4.5).

It is essential for students to know

The **plantation system** collapsed as a result of the loss of slave labor because of the freeing of the slaves through the war and the 13th Amendment. However, the agricultural, cotton economy of pre-war South Carolina survived because of the development of the system of sharecropping. There was no cash available to pay wages for farm workers so the sharecropping system was developed to make use of the available free African American labor force. The landowner provided acreage, seed and equipment such as hoes and plows, and the freedman provided the labor in exchange for a portion, or share, of the crop that was produced. This mutually beneficial arrangement allowed the freedman some control over his labor and provided manpower for the land owner. As time went on, however, the system mired the sharecropper, whether white or African American, in poverty and indebtedness.

As a result of the war, there was massive destruction of cities, towns, factories, and railroads. A fire in Charleston in 1861 and the bombardment of the city left it in ruins. The burning of Columbia as a result of Sherman's March left the capital city and many towns along Sherman's route destroyed. The few factories that were in the South had converted to war production, but the money paid by the Confederate government was worthless once the war ended so they went out of business. Some factories had been destroyed. Railroads and bridges had been destroyed by both armies to prevent the enemy from using them to transport soldiers and supplies. Confederate money was worthless and so was not available to finance rebuilding, pay taxes, or pay workers. There was also a shortage of men due to heavy war casualties. It is important that students understand that the purpose of Reconstruction was *not* to rebuild the destroyed economic infrastructure of the South, but rather to reconstruct the political Union. The United States government did not then think that it was the responsibility of national government to rebuild the South's economy. That was the responsibility of states and individuals.

It is not essential for students to know details of the controversy over how Columbia was burned. They do not need to remember “Sherman’s bowties” although this story would help students to remember the devastation to the transportation system that resulted from the war.

Assessment guidelines: Appropriate assessment would require students to **explain** the effects of the Civil War on South Carolina's economy. Students should be able to **explain** the cause and effect of the various ways in which the economy was affected by the war. Appropriate assessments should also require students to **recall** specific details that led up to the collapse of South Carolina's economy and **compare** the effect on groups based on geographic location such as urban or rural.

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